

PLAIN ELEMENTARY
506 Neely Ferry Road
Simpsonville, South Carolina 29680

GRADES K-5 Elementary School

ENROLLMENT 987 Students

PRINCIPAL Jackie Parker 864-967-1876

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
20	5	0	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

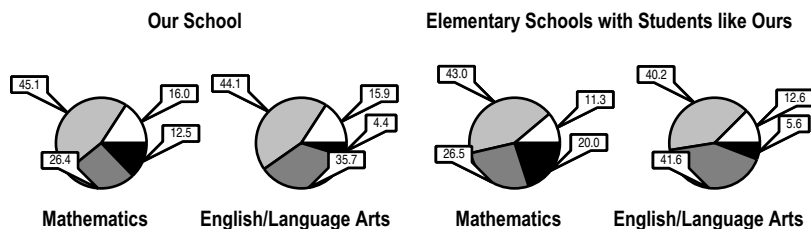
SOUTH CAROLINA PERFORMANCE GOAL




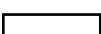
By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:
WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	35	173	118
Percent satisfied with learning environment	100.0%	82.6%	91.4%
Percent satisfied with social and physical environment	97.1%	79.4%	85.5%
Percent satisfied with home-school relations	100.0%	84.9%	91.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	506	99.2	15.9	44.1	35.7	4.4	40.1	17.6
Gender								
Male	269	99.3	15.2	47.5	33.1	4.3	37.4	17.6
Female	237	99.2	16.7	40.1	38.7	4.5	43.2	17.6
Racial/Ethnic Group								
White	397	99.7	12.3	43.5	39.0	5.2	44.2	17.6
African-American	89	97.8	33.3	45.7	21.0	N/A	21.0	17.6
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	13	92.3	16.7	50.0	25.0	8.3	33.3	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	418	99.0	9.6	45.1	41.1	4.3	45.3	17.6
Disabled	88	100.0	46.3	39.0	9.8	4.9	14.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	506	99.2	15.9	44.1	35.7	4.4	40.1	17.6
English Proficiency								
Limited English proficient	4	75.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	502	99.4	15.5	44.2	35.8	4.4	40.3	17.6
Socio-Economic Status								
Subsidized meals	110	98.2	31.5	53.3	14.1	1.1	15.2	17.6
Full-pay meals	396	99.5	12.1	41.9	40.8	5.2	46.0	17.6

Mathematics								
All students	506	100.0	16.0	45.1	26.4	12.5	38.9	15.5
Gender								
Male	269	100.0	14.4	44.0	26.5	15.2	41.6	15.5
Female	237	100.0	17.9	46.4	26.3	9.4	35.7	15.5
Racial/Ethnic Group								
White	397	100.0	11.7	43.3	30.0	14.9	44.9	15.5
African-American	89	100.0	36.6	51.2	11.0	1.2	12.2	15.5
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	13	100.0	16.7	50.0	16.7	16.7	33.3	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	418	100.0	9.0	48.4	29.3	13.3	42.6	15.5
Disabled	88	100.0	50.0	29.3	12.2	8.5	20.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	506	100.0	16.0	45.1	26.4	12.5	38.9	15.5
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	502	100.0	15.7	45.3	26.5	12.5	39.0	15.5
Socio-Economic Status								
Subsidized meals	110	100.0	33.7	48.9	13.0	4.3	17.4	15.5
Full-pay meals	396	100.0	11.8	44.2	29.6	14.4	44.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	159	N/A	17.9	28.8	49.4	3.8	53.2
	Grade 4	166	N/A	12.1	43.0	42.4	2.4	44.8
	Grade 5	180	N/A	13.6	48.0	36.7	1.7	38.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	160	99.4	7.3	35.8	48.3	8.6	57.0
	Grade 4	166	100.0	19.5	38.4	38.4	3.8	42.1
	Grade 5	180	98.3	20.1	56.8	21.9	1.2	23.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	159	N/A	21.8	46.2	20.5	11.5	32.1
	Grade 4	166	N/A	14.5	36.7	30.7	18.1	48.8
	Grade 5	180	N/A	20.9	40.7	26.0	12.4	38.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	160	100.0	12.5	40.1	28.3	19.1	47.4
	Grade 4	166	100.0	20.1	43.4	25.8	10.7	36.5
	Grade 5	180	100.0	15.3	51.2	25.3	8.2	33.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 987)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.6%	Down from 2.2%	1.8%	2.4%
Attendance rate	97.1%	Down from 97.4%	96.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	30.2%	Up from 29.8%	30.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.7%	Down from 8.8%	6.5%	8.0%
Older than usual for grade	0.3%	No change	0.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 57)				
Teachers with advanced degrees	50.9%	Down from 51.7%	55.6%	50.0%
Continuing contract teachers	84.2%	Down from 91.4%	85.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.5%	Down from 92.0%	87.8%	86.2%
Teacher attendance rate	97.9%	No change	95.7%	95.3%
Average teacher salary	\$41,861	Up 2.3%	\$40,937	\$39,909
Prof. development days/teacher	12.5 days	Up from 8.2 days	11.1 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio	21.6 to 1	No change	19.7 to 1	18.9 to 1
Prime instructional time	94.4%	Down from 94.6%	91.2%	89.7%
Dollars spent per pupil*	\$4,387	Down 0.5%	\$5,878	\$5,892
Percent spent on teacher salaries*	70.8%	Up from 69.4%	68.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.4%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Plain Elementary School, in cooperation with home and community, provides an academically challenging curriculum through meaningful learning experiences in a safe, nurturing environment. It is our goal to provide a positive climate for learning in order to improve student achievement, build self-esteem, and develop positive social behavior. Parents, volunteers, and business partners work with the PTA and the School Improvement Council to enhance the total school program. Volunteers who share their time to enrich the learning climate record over 30,000 hours annually.

Our academic curriculum, aligned to state and district standards, meets the diverse needs of our students. Teachers provide parents with a syllabus outlining student expectations, classroom rules and procedures, and academic standards. The instructional program includes interdisciplinary and thematic units reflecting a variety of instructional strategies that address different modalities of learning. Students receive instruction in the writing process at all grade levels. Computer-assisted instruction, based on state standards, is incorporated into the teaching and learning environment. The Pat Cunningham Four Blocks Literary Model is a first through fifth grade initiative that provides numerous and varied opportunities for all children to learn to read and write.

In the summer of 2002, Plain Elementary began the process of developing a results-oriented approach to education that focuses on measurable student performance and achievement. Victoria Bernhardt's The School Portfolio was used as a guide for the faculty and staff to evaluate the total school program and develop a shared vision for continuous improvement of all elements of Plain Elementary. A school strategic plan was developed in alignment with our district's Education Plan. Goal 1, Raise the Academic Challenge and Performance of Each Student, is the priority goal with the other goals supporting this effort. The math curriculum is an area in need of continuous improvement. The adoption and implementation of a new math series allowed teachers to use a common text to facilitate vertical teaming. Students attended an after-school tutorial program, received daily practice emphasizing problem solving strategies, and used Benchmark assessments to track learning.

The facility of Plain Elementary will be renovated and expanded at the end of the 2003-04 school year. Various groups will work together in planning the new building to ensure that our students are provided with an optimal environment for learning. Promoting academic excellence will continue to be paramount as we prepare our students to be life-long learners.

Jackie Parker, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.